

EX PARTE OR LATE FILED

ORIGINAL

LAW OFFICES  
LEVENTHAL, SENTER & LERMAN  
SUITE 600

2000 K STREET, N.W.  
WASHINGTON, D.C. 20006-1809

NORMAN P. LEVENTHAL  
MEREDITH S. SENTER, JR.  
STEVEN ALMAN LERMAN  
RAUL R. RODRIGUEZ  
DENNIS P. CORBETT  
BRIAN M. MADDEN  
BARBARA K. GARDNER  
STEPHEN D. BARUCH  
SALLY A. BUCKMAN  
NANCY L. WOLF  
DAVID S. KEIR  
DEBORAH R. COLEMAN  
J. BRECK BLALOCK  
NANCY A. ORY  
WALTER P. JACOB  
RENEE L. ROLAND\*

TELEPHONE  
(202) 429-8970

TELECOPIER  
(202) 293-7783

SENIOR COMMUNICATIONS  
CONSULTANT  
MORTON I. HAMBURG

February 3, 1995

RECEIVED

FEB - 3 1995

FEDERAL COMMUNICATIONS COMMISSION  
OFFICE OF SECRETARY

\*ADMITTED MD ONLY

BY HAND DELIVERY

Mr. William F. Caton  
Acting Secretary  
Federal Communications Commission  
1919 M Street, N.W.  
Room 222  
Washington, D.C. 20554

DOCKET FILE COPY ORIGINAL

Re: Ex Parte Presentation  
MM Docket No. 93-48  
Children's Television Programming

Dear Mr. Caton:

In discussions with David Britt and Gary Knell of Children's Television Workshop ("CTW") last December, Chairman Hundt and members of the Commission's staff requested documentation that "educational" children's programs are watched, and therefore can be commercially viable. On December 14, 1994, ratings information for CTW's CRO and GHOSTWRITER was placed in the record of this proceeding.

In further response to the Commission's request, I enclose more current ratings data for GHOSTWRITER, together with a summary of a study of the educational impact of CRO on a group of inner-city children.

No. of Copies rec'd  
List ABCDE

241

LEVENTHAL, SENTER & LERMAN

Mr. William F. Caton  
February 3, 1995  
Page - 2 -

Pursuant to Section 1.1206 of the Commission's Rules, I enclose two copies of this letter and the enclosures thereto for the Commission's docket files.

Respectfully submitted,

*Barbara K. Gardner*

Barbara K. Gardner

BKG/kkj  
Enclosures  
cc with encl. (by hand):  
Chairman Reed Hundt  
Michael Katz  
Renee Licht  
Roy J. Stewart  
Douglas Webbink  
David Horowitz  
Judith Herman

FEB 15 1995



FEDERAL COMMUNICATIONS COMMISSION  
**RATINGS FACTSHEET**  
 FIRST SEVEN WEEKS OF SEASON III  
 (09/12/94 - 10/30/94)  
**NATIONAL AVERAGE AUDIENCE**

*Average Audience rating (AA%) is the percent of TV households or persons tuned to a program in an average minute.*

**CARRIAGE**

GHOSTWRITER is carried by over 300 PBS stations—96% of the total U.S. television households.

**NATIONAL AA RATINGS FOR THE FIRST SEVEN WEEKS OF SEASON III**

Seven-Week Average:

The average rating for children 6-11 was 4.4—over 980,000 children aged 6-11 watched during the average minute of an episode over the first seven weeks of Season III.

The average household rating was 2.3—over 2,200,000 households watched GHOSTWRITER during an average minute of an episode over the first seven weeks of Season III.

Competition:

Based on children 6-11 ratings, when compared to the 82 commercial children's programs, GHOSTWRITER ranked 19 and outperformed three-quarters of these programs

**GHOSTWRITER ...**

...outperformed syndicated programs such as:

Samurai Squad (3.1)

Mega Man (2.8)

Transformers: Generation II (2.1)

New Adventures of Captain Planet (3.6)

Marvel Action Hour (2.4)

Adventure of Sonic the Hedgehog (1.8)

...outperformed network Saturday morning programs such as:

Saved By the Bell (2.6)

Sonic the Hedgehog (3.3)

California Dreams (2.3)

ABC Weekend Special (2.6)

**VERSUS THE SAME PERIOD LAST YEAR**

To date, GHOSTWRITER Season III generated..

...a 10% increase in national household rating—a 2.3 rating vs a 2.1 rating for Season Two.

...approximately a 20% increase in the rating among children 6-11—a 4.4 rating vs a 3.7 rating for Season Two.

...over a 20% increase in the rating among children 2-11—a 4.1 rating vs a 3.4 rating for Season Two.

Source: Nielsen Media Research



# RATINGS FACTSHEET

FIRST TEN WEEKS OF SEASON III

(09/12/84 - 11/27/94)

## LOCAL METERED MARKETS

To date, Season III's top-rated metered market stations which aired GHOSTWRITER  
(Sundays at 6:00 PM):

Rank	Market / Station	Avg. HH Rtg/Shr.
1	Milwaukee / WMVS	1.8 / 4
2	Portland / KOPB	1.7 / 4
	New York / WNET	1.7 / 4
4	Minn-St. Paul / KTCA	1.5 / 3
5	Boston / WGBH	1.4 / 3
	Indianapolis / WFYI	1.4 / 3
7	San Francisco / KQED	1.1 / 3

Source: PMN TRAC - Nielsen Metered Market Overnight Ratings (9/12/94-11/12/94)

To date, Season III's top-rated metered market stations which aired GHOSTWRITER  
in non-feed time slots:

Rank	Market / Station	Time Slot	Avg. HH Rtg/Shr
1	Houston / KUHT	Sun., 10-11 am	2.9 / 8
2	Chicago / WTTW	Sun., 9-10 am	2.3 / 7
	Dallas / KERA	Sun., 10-10:30am	2.3 / 7
4	Atlanta / WGTV	Sat., 9-10 am	2.1 / 6
5	Baltimore / WMPT	Sun., 10-11 am	1.9 / 6
	Phoenix / KAET	Sun., 10:30-11 am	1.9 / 6

Source: PMN TRAC - Nielsen Metered Market Overnight Ratings (9/12/94-11/27/94)

Based on November 1994 sweeps data, the top-rated metered market stations for GHOSTWRITER  
ranked by children 6-11:

Rank	Market / Station	Time Slot	Avg. Ch 6-11 Rtg/Shr.
1	Houston / KUHT	Sun., 10-11 am	12.0 / 46
2	Chicago / WTTW	Sun., 9-10 am	10.0 / 32
3	Phoenix / KAET	Sat., 12-1pm	9.0 / 28
4	Dallas / KERA	Sun., 10-10:30 am	7.0 / 37
	Portland / KOPB	Sun., 5-6 pm	7.0 / 17
5	New York / WNET	Sun., 6-7 pm	6.0 / 15
	San Francisco / KQED	Sun., 6-7 pm	6.0 / 16
	Seattle / KTCS	Sun., 10-10:30 am	6.0 / 29

Source: Nielsen Station Index, Viewer in Profile Report, November 1994



# CHILDREN'S TELEVISION WORKSHOP

ONE LINCOLN PLAZA • NEW YORK, NEW YORK 10023 • (212) 595 3456

## **CRO Season II Summative Study**

### **Highlights of Preliminary Results**

The Season II CRO summative study was conducted by researchers from LRDC (the Learning Research and Development Center) at the University of Pittsburgh, under the guidance of Dr. Anne Fay. The study had two main purposes: The first was to examine the impact of CRO on children's interest in technology, with a particular emphasis on the specific topics covered in Season II (i.e. heat and insulation, timekeepers, etc.). The second was to assess children's understanding of the material presented in the series, as research in the broader area of children's interests (conducted by K. Ann Renninger and her colleagues) has suggested that an important component of interest is knowledge about the subject matter.

### Design

The sample for the study consisted of 98 inner-city children aged 5-10, taken from three after-school programs in Pittsburgh (where CRO is not currently broadcast). There were approximately equal numbers of girls and boys, predominantly minority and low-SES.

Children were assigned to one of two conditions: CRO or control. Over the course of four weeks, children in the CRO condition (the "viewers") viewed all eight Season II shows, two per week. At the same time, children in the control condition (the "nonviewers") viewed eight episodes of the Fox Carmen Sandiego cartoon. Carmen Sandiego was chosen because, like CRO, it is an educational, animated series that airs on network television, but its content focuses on geography rather than science or technology.

Measures were administered before, during, and after the four-week treatment period. They included pencil-and-paper scales, in-depth interviews, and behavioral observations.

### Preliminary Results

Results indicated that exposure to CRO led to a number of effects on children's interest in and understanding of its technology content. The following are some highlights taken from the preliminary data:

### Appeal

- o The appeal of **CRO** was high -- significantly higher than Carmen Sandiego. On average, children rated each **CRO** episode between "Good" and "Great."
- o The appeal of **CRO** was similar for children of different ages and for high and low science achievers. Although boys rated the first episode higher than girls, boys' and girls' ratings of the remaining seven episodes did not differ significantly

### Interest

Multiple methods were used to assess the impact of **CRO** on children's interest in science and technology. Each measure used a different and complementary approach to interest in these areas, in an attempt to provide a broad and valid picture of children's interest. Some highlights of the results were:

- o From pretest to posttest, **CRO** viewers (particularly girls) showed a significantly greater increase than nonviewers in their interest in watching science-based television programs (**CRO**, Beakman's World, and Bill Nye). Interest in non-science programs remained constant from pretest to posttest.
- o When asked to rate their interest in doing a variety of activities, **CRO** viewers showed significantly greater pretest-posttest gains than nonviewers in their interest in **CRO**-related technology activities (e.g., using buoyancy to make heavy things float). There were no significant changes in children's interest in non-technology activities or in technology activities that were unrelated to **CRO**.
- o These findings were confirmed by interview data. Comparable numbers of children reported wanting to find out more about the topics of the **CRO** and Carmen episodes. However, the nature of their interest differed. **CRO** viewers consistently expressed interest in pursuing the technology content in **CRO** more often than nonviewers expressed interest in Carmen's geography content; this difference was statistically significant for six of the eight episodes and marginally significant for a seventh. In place of geography, Carmen viewers typically expressed interest in episodes whose stories touched on their own prior interests or experiences (e.g., an episode that involved cats because they had cats as pets at home).
- o Some children reported that they had already engaged in unprompted follow-up activities after watching **CRO**. For example, one girl had used her mother's compact mirror to see around corners after watching a **CRO** episode on mirrors and periscopes.
- o Once each week, children were given an "activity period" in which they could choose to read pamphlets or books, build things with Lego kits, or try software activities on computers; within each set of activities, children could choose to engage in activities that were either related or unrelated to the content of **CRO** (e.g., building either a catapult or a dog out of Lego). In several instances, viewers were more likely to pursue technology-related

activities after seeing them on **CRO**. Viewers chose to engage in activities involving wheels and belts significantly more often after seeing this topic presented on **CRO**, and a similar, marginally significant trend was found for catapults and windmills. The analysis of the activity data is still underway, and will be reported in full in the final report.

### Comprehension

Comprehension was assessed via in-depth interviews. One focus of the interviews was children's recall of the storylines in the **CRO** and Carmen episodes. In addition, comprehension tasks centered on: (1) children's understanding of the principles underlying the devices in four episodes (catapults/storage of energy, heat and insulation, salvage/buoyancy, and timekeepers) and (2) their ability to select the devices that would work best for particular purposes (e.g., no tank, an uninsulated tank, or an insulated tank as possible ways to create a hot shower). Some highlights of the results were:

- o When asked to recall the storylines of the **CRO** or Carmen episode that they had seen that day, **CRO** viewers spontaneously discussed technology-related material (e.g., the workings of a particular device) significantly more often than nonviewers spontaneously discussed the geography content of Carmen.
- o **CRO** viewers performed significantly better than nonviewers in at least one comprehension task within each of the four episodes tested for comprehension. Specifically:
  - o On the topic of catapults and storage of energy, viewers' comprehension scores were marginally higher than nonviewers overall. This was attributable primarily to a significant difference between viewers and nonviewers in their understanding of the advantages of using a knotted rope as a ratcheting device.
  - o With regard to heat and insulation, viewers were significantly more likely than nonviewers to pick an insulated tank as the best way to provide a hot shower.
  - o **CRO** viewers showed a significantly more sophisticated understanding of the principles underlying timekeeping devices than nonviewers did.
  - o **CRO** viewers significantly outperformed nonviewers in their explanations of the principles underlying salvage and buoyancy.
  - o In many cases, the effects of **CRO** were strongest for girls. None of these effects varied as a function of age or science achievement; **CRO** exerted a significant effect on younger and older children, as well as high and low science achievers.

\* \* \*

The final stages of data analysis are in progress. A full report on the study is expected at the end of January. For further information, please contact Dr. Shalom Fisch at (212) 875-6521.